



# Catalogue of Courses 2020-2021

## Westridge Upper School (Grades 9-12)

In Upper School, the focus of learning is for students to think individually and critically and to view themselves not merely as beneficiaries, but as contributors to the body of human knowledge.

As a girl advances from the 9th to the 12th Grade, classes are designed to give her increasing responsibility for her own intellectual progress and to provide her with the academic and personal skills to succeed in Upper School, college, and beyond.

The program offers balance among humanities, mathematics and sciences, visual and performing arts, technology, physical education, and athletics. In every discipline, electives and advanced courses of study allow each girl to thrive within her areas of interest and strength.

Westridge School expects students to: communicate effectively orally and in writing; analyze, solve problems, and think critically; take risks and learn from both success and failure; value intellectual passion and creativity; learn and work both independently and collaboratively. The Upper School program enables students to reach these expectations through a rich curriculum that is based in the developmental and intellectual capacities of girls at different grade levels.

**Please note that students are responsible for the costs of each Advanced Placement test that they take. It is Westridge's expectation that students enrolled in Advanced Placement classes at Westridge will prepare for and take the Advanced Placement Tests for those classes. Financial aid is available to help with the cost of fees for qualifying families; please contact the business office for more information on financial assistance.**

Sufficient enrollment is required for a course to be offered.



# English

Minimum graduation requirement, Grades 9-12: **4 years**

The course of study in English is designed to introduce students to great works of British, American, and world literature, and to train them in thoughtful, careful reading and writing. In the Upper School, the main subject for study is literature, with attention to historical context, genre, theme, and close reading methods. Students write essays that are primarily analytical. They may also elect courses in *Creative Writing* and *Perspectives in Literature*.

## #110 English I

Grade 9

one unit, one year

This course aims to develop students' ability to recognize and appreciate the power of language through careful engagement with novels, plays, poetry, and short stories. Reading works by classical and contemporary writers, students consider important themes; make meaningful connections through close reading, critical thinking, and careful writing; and begin to recognize the ways in which texts are connected. The class incorporates both discussion to encourage students' exploration of ideas and writing to support their expression of those ideas. Students learn fundamental structures, devices, and conventions of fiction, drama, and poetry; they also practice different forms of composition with an emphasis on analytical writing. Texts may include selected short stories, ***The Absolutely True Diary of a Part-Time Indian***, ***The House on Mango Street***, ***The Odyssey***, ***Antigone***, ***Fahrenheit 451***, ***Penelopiad***, and *Romeo and Juliet*.

## #115 English II

Grade 10

one unit, one year

Incorporating literature from a variety of genres, cultures, historical periods, and points of view, and building on the skills students learn in English I, the English II curriculum provides the foundation and context for both intellectual and personal development. Organized into related groups, the readings address issues through a variety of voices and perspectives. Readings may include ***The Awakening***, ***The Great Gatsby***, ***A Raisin in the Sun***, ***The Buddha in the Attic***, ***Frankenstein***, and ***Macbeth***. Through close reading, structured discussion, focused writing, and guided study of vocabulary in context, students develop their ideas through written and verbal expression.

## #120 Honors English III

Grade 11

one unit, one year

Incorporating literature from a variety of genres, cultures, historical periods, and points of view, the Honors English III curriculum furthers the foundation and context for both intellectual and personal development set in English II. Organized into related groups, the readings offer the opportunity to build a complex understanding of issues through a variety of voices and

perspectives. Related readings may include *The Scarlet Letter* and *In the Time of the Butterflies*; *The Handmaid's Tale* and *Sula*; *Othello*, *Heart of Darkness*, *Things Fall Apart* and *M. Butterfly*. Through close analysis, student-centered discussion and frequent self-assessments, students assume greater responsibility for their written and oral expression. Working with faculty, students will also help select second semester texts.

#### **#156 Advanced Placement English IV**

*Grade 12*

*one unit, one year*

AP English Literature & Composition (English IV) is designed to be a natural extension of the current English II and III courses. The first semester includes detailed study of *Invisible Man*, *Hamlet*, and *Mrs. Dalloway*. During the first semester of AP English IV, students are invited to participate in the design and selection of texts for the second semester. Working within guidelines provided by previous courses and by the faculty, students will identify goals and themes to explore in greater depth as the culmination of their experiences in English at Westridge. Previous/possible themes include Existentialism, Narcissism, Comedy, Insanity, Modernism/Postmodernism, and Utopia/Dystopia. Recent courses have included *Atonement*, *Oleanna*, *Never Let Me Go*, *The Day of the Locust*, and *House of Leaves*.

#### **#171 Perspectives in Literature: The Colonized and the Colonizer**

*Grades 11-12*

*one unit, one year*

This team-taught class will focus on how confrontations among colonizing Europeans and colonized non-Europeans are represented in both colonial and postcolonial literature. To understand divergent perspectives concerning these confrontations and representations, we will be pairing classic texts from the colonial era with important postcolonial texts from the Caribbean, Africa, and Southeast Asia. Writers from the colonial perspective may include William Shakespeare, Charlotte Bronte, Joseph Conrad, and E. M. Forster; writers from the postcolonial perspective may include Jean Rhys, Jamaica Kincaid, Chimamanda Ngozi Adichie, and Arundhati Roy. As an interdisciplinary study, we will be paying attention to various historical, philosophical, religious, geographical, and psychological matters that have shaped the colonial past and have continued to inform our present situation. Students will also be introduced to postcolonial theory, the study of the consequences of colonization.

#### **#140 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

# History

Minimum graduation requirement, Grades 9-12: **3 years**

Course offerings in History are intended to provide students with a clear understanding of the history of world cultures and civilizations. Emphasis is placed on seeing the connections between history and contemporary questions and issues, and students are introduced to a wide range of viewpoints in an effort to understand the richness of diverse cultural traditions, both in the United States and across the globe. Primary sources are emphasized, not only to complement the historical narrative, but as a way to promote critical and analytical thinking. In addition, students will develop their research and writing skills.

## **#211 World Views: Connections Between the Ancient and Modern**

Grade 9

*one unit, one year*

This course covers the political, social and intellectual development of the ancient world. Particular emphasis is on Pre-History, India, China, Greece, Rome and the rise of Islam. Students focus on essay writing, research, and interpretation of primary sources. The course focuses on themes throughout our study that relate the material to modern day. Emphasis is on skill development in writing, graph and chart interpretation, primary source analysis, media literacy, research and oral presentation.

## **#213 The Modern World System**

Grade 10

*one unit, one year*

This course examines key themes in world history from a comparative perspective, with an emphasis on political, economic, and cultural interactions. Topics include European expansion and colonialism, the Atlantic slave trade, revolution, world war, genocide and human rights, and the emergence of the Third World. We examine these issues from a variety of perspectives in an effort to gain an understanding of the historical process. Emphasis is placed on interpreting primary historical documents, developing analytical skills, and expressing historical understanding both orally and in writing.

## **#216 Advanced Placement European History**

Grades 10-12

*one unit, one year*

In this course we focus on key developments in Europe's history from the Renaissance to the present, particularly considering developments in capitalism, the development of nation-states and nationalism, changes in warfare, the arts, and social life. We also look at the effects of Europe on other parts of the world through colonization, imperialism, and war. Considerable reading, analysis of political and economic changes, and independent writing in response to primary and secondary sources are expected of incoming students. This is a demanding course: students must have a demonstrated commitment to learning history, class preparation, and independent study skills.

## **#220 Honors United States History and Government**

*Grade 11*

*one unit, one year*

The Honors course covers the major periods in American history from the Colonial Era to the present. The following topics are emphasized: the American Revolution, the Constitution, Manifest Destiny, the Civil War and Reconstruction, Industrialization, Imperialism, the Progressive Era, the Great Depression, WWII, and Civil Rights. We will also learn how to think, read, and write about American history by analyzing and discussing various primary and secondary sources. The major project of the year is a research paper in the second semester.

## **#221 Advanced Placement United States History**

*Grade 11*

*one unit, one year*

This course covers the same scope as Honors United States History (from the Colonial Era through the 1980s) yet examines the eras in somewhat greater detail in order to prepare students to take the AP Exam in May. As they explore the narrative of each period, students read and analyze primary and secondary sources and categorize detail under general headings. Students also write essays and document-based questions covering the more important themes of American history. Finally, although there is not a large-scale research paper, students will engage in smaller, research-based projects.

## **#246 Advanced Placement Art History**

*Grades 11-12*

*one unit, one year*

This is a broad survey of visual art work from prehistory to the contemporary. This gives us the opportunity not only to appreciate the rich variety of artistic production, including painting, sculpture, photography, printmaking, ceramics, and architecture, but to make cross-cultural comparisons, see historical influences, and consider thematic parallels. As an Advanced Placement course, it is necessarily college-level in its reading, memorization, and analytical requirements, but we are able to include in our learning methods primary source reading, museum visits, and occasional creative projects.

## **#255 Comparative Religions**

*Grades 11-12*

*one unit, one year*

This course will explore several of the world's major religions. In the first semester, students will examine Judaism, Christianity, and Islam and in the second, Hinduism, Buddhism, and Taoism. This class will mainly involve discussion of primary and secondary sources as well as essay writing and a research project in the second semester. This is also a highly reflective course, so as students progress through the different religions, they will grapple with the personal and communal consequences of believing in God, the soul, evil, and what constitutes an ethical life.

### **#257 The Modern Middle East: History, Culture, Society**

*Grades 11-12*

*one unit, one year*

This course examines the Middle East from the 19th century to the present in order to develop an understanding of the context and historical roots of current struggles and conflicts (e.g., the growth of political Islam, the Israel-Palestine conflict, war in Iraq, and the recent uprisings in the Arab World). First semester is devoted to politics and economics. Second semester is devoted to culture and society, with an emphasis on gender, literature, film, and popular culture. Students can expect their perceptions of the Middle East to be challenged as they read multiple perspectives and engage in lively discussion.

### **#266 Ethics**

*Grades 11-12*

*one unit, one year*

This course addresses both historical ethical theories and applied ethics. Readings include Plato, Aristotle, Kant, and Macchiavelli. Areas of inquiry include: social ethics, peace and justice, ethics and science, and personal ethical commitments. Having acquired a solid background in ethical thinking during the first semester, students will use the second semester to research current ethical issues, debate the larger ethical questions of the day, and hone their skills of analysis and discussion. The course materials will include daily news stories, films, and outside speakers who will address ethical issues that occur in their professions and lives. Based on class discussions and regular written critiques of ethical issues, the course seeks to develop the ability to think critically about emotional issues and to write concisely and persuasively about topics that are legitimately controversial.

### **#238 Global Studies**

*Grades 11-12*

*one unit, one year*

In this class we will look at the “mega-issues” of our time—the globalization of the economy, environmental degradation and rise of political populism around the globe and their impacts for our future, poverty vs. growth and development, and how all of these play out in our own region and city as well globally. In order to provide a connected thread for the course, we will zero in on a particular geographic region, and the literature for the course will help us understand how that region is challenged by these mega-issues as well as unique political and social issues. We will also focus much on what is being done in response to these challenges—developing our own understanding and skills as social change agents: researching issues of personal interest, learning about people involved in humanitarian and environmental change through documentaries, interviewing people in our community, and honing media, writing, analytical and interviewing skills in the process.

### **#260 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may do so in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

# Mathematics

Minimum graduation requirement, Grades 9-12: **3 years**

*The study of mathematics teaches logical thinking and clear, precise reasoning. The math course sequence gives the student a thorough grounding in fundamental skills and a solid foundation for all subsequent work in mathematics, chemistry, physics and other related subjects. The department believes that all students can enjoy mathematics and learn to appreciate its inherent elegance.*

*Placement in mathematics courses will be determined by the department and the division director.*

## **#321 Geometry**

*Grade 9*

*one unit, one year*

This course presents concepts of Euclidean geometry, including measurement, proofs, congruence, similarity, areas, and volumes. Students develop their problem-solving and spatial reasoning skills, with a focus on numerical applications and reinforcement of algebraic techniques. Students are also exposed to new technology through the use of computer programs.

## **#324 Advanced Geometry**

*Grade 9*

*one unit, one year*

This course covers all of the topics included in Geometry at a quicker pace, with more extended and abstract problems. Students will frequently synthesize multiple concepts to solve a problem and apply learned concepts to related yet unfamiliar types of situations. Additional topics may include constructions, dimensional analysis, and non-right triangle trigonometry.

## **#330 Algebra II**

*Grade 10*

*one unit, one year*

This is a second-year algebra course in which algebraic and geometric concepts are extended with the development of functions through graphical approaches aided by technology. Emphasis is placed on linear, quadratic, absolute value, exponential, logarithmic, and power functions. There is also an introduction to discrete mathematics. Students are actively involved in developing their abilities to reason numerically and spatially, solving problems through reading, writing, speaking, and modeling. Students are exposed to technology including graphing calculators throughout the course.

### **#335 Honors Algebra II and Trigonometry**

*Grade 10*

*one unit, one year*

This is a rigorous course in second-year algebra in which algebraic and geometric concepts are extended and connected to topics in trigonometry and discrete mathematics with detailed development of functions through graphical approaches aided by technology. Emphasis is placed on the nature of change as it is embodied in linear, polynomial, exponential, logarithmic, and trigonometric functions. Students are actively involved in developing their abilities to reason numerically and spatially through reading, writing, speaking and modeling, and to solve problems using a variety of approaches.

### **#342 Pre-Calculus**

*Grade 11*

*one unit, one year*

This course enables students to display, describe, transform, and interpret numerical information represented as data, graphs, or equations. It synthesizes algebraic concepts and previews calculus in its work on transforming functions and in its development of intuitive notions of limit. Specific topics include algebraic functions, trigonometric functions, graphs, and exponential and logarithmic functions.

### **#345 Honors Pre-Calculus**

*Grade 11*

*one unit, one year*

Honors Pre-Calculus includes the study of trigonometry, analytic geometry and vectors in two and three dimensions, polar graphs and equations, parametric equations, probability, sequences, and series. Emphasis is placed on theoretical concepts, deductive reasoning, mathematical modeling, and an introduction to several Calculus topics.

### **#348 Statistics**

*Grade 12*

*one unit, one year*

This course introduces four broad themes in the study of statistics: collecting data, analyzing data, probability, and an introduction to statistical inference for single-variable data. Applications to other fields of study such as business, medicine, politics, and the sciences are emphasized. Graphing calculators and hands-on simulations are used extensively throughout the course.

### **#355 Advanced Placement Statistics**

*Grade 12, or Grade 11 by application*

*one unit, one year*

This course covers the same themes as Statistics but in greater depth. Additional topics include binomial probability, statistical inference for two-variable data, Chi-squared procedures, and inference for linear regression. The course emphasizes selection of appropriate statistical procedures and the simultaneous use of multiple procedures in statistical analysis. As in Statistics, graphing calculators and hands-on simulations are used extensively throughout the course.



### **#349 Calculus I**

*Grade 12*

*one unit, one year*

This course will include limits and continuity, most of differential calculus (derivatives), and an introduction to integral calculus. There is an emphasis on conceptual understanding, with some review of Pre-Calculus topics, particularly visualization of functions, to support the algebraic work. Primary topics include limits, continuity, the definition of a derivative and differentiability, differentiation rules (including differentiation of many function classes), motion along a line, implicit differentiation, extrema and concavity, and optimization. There will be significant emphasis on understanding the connections between the graphs of the original function, the first derivative, and the second derivative. The introduction to integrals includes definite integrals, antiderivatives, Riemann sums, and the Fundamental Theorem of Calculus.

### **#350 Advanced Placement Calculus (AB)**

*Grade 12*

*one unit, one year*

This course covers the topics of a first semester college calculus course. Content includes functions, limits, derivatives, differentiable equations, integrals of algebraic and transcendental functions, methods of integration, and applications of the derivative and the integral.

### **#351 Advanced Placement Calculus (BC)**

*Grade 12*

*one unit, one year*

#### **• Prerequisite: Honors Pre-Calculus**

This is a rigorous and fast-paced course which covers all of the topics of AP Calculus AB (#350) in addition to many others. Additional concepts include evaluating logistic growth, finding curve length, constructing Taylor series, testing for convergence, solving improper integrals, and applying calculus to parametric, vector, and polar functions. Advanced integration techniques such as integration by parts and partial fraction decomposition are also included.

### **#360 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

# Science

Minimum graduation requirement, Grades 9-12: **3 years**

**Biology, Chemistry, and one additional laboratory science course.**

*AP and honors courses are more demanding; therefore AP and honors students must be highly motivated and show an ability to take responsibility for achieving in-depth understanding of the material.*

*The curriculum provides instruction in a wide variety of natural sciences and all courses are analytical and laboratory based. Experimentation is designed to complement lecture material and to develop skills in techniques, analysis, and equipment use. The overall goals of the department are to provide a foundation in the fundamental skills of the disciplines of science, to promote interest in science, and to foster an appreciation of the importance of science in society.*

## **#433 Biology**

[Laboratory science]

*Grade 9*

*one unit, one year*

This introductory course in biology examines evolution, cell and molecular biology, human genetics, and ecology. Emphasis is placed on refining study skills and preparing students for science in the Upper School. Students complete all work in a comprehensive notebook which serves as an organizational and informative tool for the year. Laboratory work develops skills of inquiry, observation, problem solving, and analysis.

## **#417 Chemistry**

[Laboratory science]

*Grade 10*

*one unit, one year*

This introductory course in chemistry emphasizes important topics in general chemistry, including atomic structure, the periodic table, chemical bonding, states of matter, reaction types, stoichiometry, gas laws, acids and bases, behavior of solutions, equilibrium, and kinetics. Laboratory work and quantitative problem-solving are important components of the course.

## **#430 Honors Chemistry**

[Laboratory science]

*Grade 10*

*one unit, one year*

**• Required: Concurrent enrollment in Honors Algebra II**

This is a challenging course in general chemistry that prepares students for the SAT II Chemistry test. Topics include those covered in Chemistry #417 plus quantitative aspects of reaction rates, equilibrium, electrochemical systems, and molecular architecture. Laboratory work and problem solving are important components of the course.

### **#432 Advanced Placement Chemistry**

[Laboratory science]

Grades 11-12

*one unit, one year*

**• Prerequisite: Chemistry or Honors Chemistry**

**• Required: Concurrent enrollment in Honors Pre-Calculus or completion of Pre-Calculus**

This is a very challenging course, equivalent to a first year college course, that teaches advanced principles of chemistry and laboratory skills and provides students with the preparation to take the AP Chemistry exam. Topics introduced in Chemistry are studied in more detail and emphasis is placed on laboratory work. This class requires students to be self-motivated and able to work a significant number of challenging problems requiring strong logical and mathematical skills.

### **#435 Advanced Placement Biology**

[Laboratory science]

Grades 11-12

*one unit, one year*

**• Prerequisite: Biology**

AP Biology is a rigorous course that is equivalent to a two-semester college introductory biology course. Through lab and course work, students will work on developing advanced inquiry and reasoning skills. A wide range of topics will be covered, from cellular and molecular biology to evolutionary processes. This course is designed to prepare students for the AP exam.

### **#440 Physics**

[Laboratory science]

Grades 11-12

*one unit, one year*

This is an introductory Physics course emphasizing how Physics relates to the phenomena of everyday life. Conceptual reasoning and problem-solving are stressed through laboratory experiments and projects, some involving electronic data collection. Topics include Newtonian mechanics, waves, optics, heat and thermodynamics, electricity and magnetism, relativity, and particle physics. Students will have input on which topics will be covered each year.

### **#441 Honors Physics**

[Laboratory science]

Grades 11-12

*one unit, one year*

**• Required: Concurrent enrollment in Honors Pre-Calculus or completion of Pre-Calculus**

Honors Physics provides students with a challenging, computational, algebraic approach to introductory physics principles. Topics covered will include Mechanics, Electricity & Magnetism, Waves & Optics, Heat & Thermodynamics, and Modern Physics. Laboratory experiments will be an integral part of the course and will be conducted regularly. Major skill emphasis will be on problem solving and logical thinking.

### **#443 Advanced Placement Physics C**

[Laboratory science]

Grade 12

*one unit, one year*

**• Required: Concurrent enrollment in Calculus AB or BC**

This is a rigorous, college-level, calculus-based physics course that covers Classical Mechanics in the first semester and Electricity and Magnetism in the second semester. Conceptual reasoning and problem solving are strongly emphasized. Laboratory experiments are used to reinforce physical concepts. This course prepares students for the Advanced Placement “Physics C: Mechanics” exam and for the Advanced Placement “Physics C: Electricity and Magnetism” exam.

### **#445 Anatomy and Physiology**

[Laboratory science]

Grades 11-12

*one unit, one year*

This year-long course focuses on human anatomy and physiology. Applications of course topics in the fields of medicine and scientific research are explored. Organ systems are studied by relating the nature of anatomical structures to their physiological functions. Lab work includes dissection of representative vertebrates including cats, frogs, and fetal pigs.

### **#446 Field Studies in Geology**

[Laboratory science]

Grades 11-12

*one unit, one year*

This course is designed to explore the connections of physics, chemistry, and biology from a geologic perspective. Students begin to understand the geologic story of the planet, explain and interpret data from a variety of sources, and train in field study practices in different location around the state. This course will require students enrolled to participate in several field study experiences, including one overnight camping excursion. The course will also inform and train students in field study practices on how to collect samples, measurements, and data that will be used in class laboratory exercises.

### **#445 Environmental Engineering**

[Laboratory science]

Grades 11-12

*one unit, one year*

The Environmental Engineering course comprises two major components: 1) helping students understand the fundamental role of the environment in all aspects of human survival and 2) applying this understanding toward the sustainable consumption of natural resources and management of ecosystem services. All major aspects of the modern human’s lifestyle will be covered in individual units, including: Food & Agriculture, Water, Energy, and Infrastructure. Climate change will be discussed throughout the course in every unit. Within each unit, students will learn the historical and current methods of resource extraction and consumption, perform quantitative analyses to estimate the environmental impacts of current practices, and

design more sustainable systems for meeting human needs. The course will take a project-based approach whenever possible.

### **#463 Ecology and Evolution**

[Laboratory science]

*Grades 11-12*

*one unit, one year*

This course focuses on the processes of evolution and the patterns generated by these processes. We will seek explanations for such patterns of diversity and for the apparent “good fit” of organisms to their environment. Topics covered include elementary population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, principles of systematic biology, paleontology, and macroevolutionary trends in evolution, extinction, and human evolution.

### **#447 Research in Science**

*Grade 12*

*one unit, one year*

**• Prerequisite: Completion of three years of laboratory science and completion of, or concurrent enrollment in, a fourth laboratory science course.**

This is a senior level course that combines independent research in a laboratory setting with the fundamental skills involved in selecting a research topic, conducting a literature search, carrying out scientific experimentation, and analyzing and reporting scientific results. Students will be paired with a professional researcher and will be expected to carry out a significant piece of independent work in the context of that laboratory. Students are expected to spend 6-8 hours per week involved in work in the laboratory in addition to one formal class meeting at school. A formal presentation of the research project will occur in the spring.

### **#450 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. This study must have a laboratory or field study component. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

## Modern and Classical Languages

*Minimum graduation requirement, Grades 9-12: 3 years in one language*

*The overall goals of the Modern and Classical Languages Department are guided by the belief that mastery of a language consists not only in passive understanding, but also in the ability to communicate actively in the target language. For this reason, even the beginning classes in Mandarin Chinese and Spanish are conducted in the language as much as possible. Latin courses focus on translation skills and transference of grammar, vocabulary and analytical understanding. At all levels, courses are designed to foster awareness of the cultures of the Chinese and Spanish speaking communities and the ancient Roman world.*

*Placement in language classes will be determined by the department and the division director, and will be based on a combination of the student's choice, her work habits as demonstrated in earlier classes, her intellectual readiness, her proficiency, and her interest in the subject.*

*Students may enroll in a second foreign language upon departmental approval.*

### Latin

#### **#537 Latin I**

*Grades 9-12*

*one unit, one year*

Latin I is designed to introduce students to the basics of Latin grammar, vocabulary, syntax and structure. Throughout the year, we will examine English derivatives from Latin roots, discuss English and Latin grammar and syntax, and learn about Roman history, daily life and culture. Much time is devoted to the process of translating from Latin into English and in developing analytical skills. Students will gain membership into the California Junior Classical League and Westridge Latin Club.

#### **#550 Latin II**

*Grades 9-12*

*one unit, one year*

Students continue their study of Latin grammar, vocabulary and syntax. By the end of the course, students will have completed their formal introduction to all of the major grammatical constructions. They then transition to reading Latin prose selections. Through a close reading of Latin text, points of grammar and syntax are reviewed and students hone their analytical skills. Students will gain membership into the California Junior Classical League and Westridge Latin Club.

#### **#553 Latin III**

*Grades 9-12*

*one unit, one year*

After completing a thorough review of all Latin grammar and syntax, students delve into primary source reading selections from Julius Caesar (Commentaries), Cicero (Catiline) and Ovid (Metamorphoses). The readings and their genres (historical commentary, oratory and

epic poetry in meter) are discussed within their literary and historical contexts. Additional topics will be explored throughout the year, such as ancient Greek language, botany, astronomical terminology, anatomy and Latin's influence on popular culture.

### **#554 Advanced Placement Latin IV – Vergil & Caesar**

*Grades 11-12*

*one unit, one year*

Students will follow the Advanced Placement-based syllabus in preparation for the AP Latin exam in May. The syllabus includes translating major selections from Vergil's Aeneid and from Caesar's Commentarii de Bello Gallico. Students will examine not only the grammar and translation, but also rhetorical devices, sentence structure, word choice, meter and historical context of each work. Students are encouraged to take the SAT II Achievement Test in Latin at the conclusion of this course.

### **#556 Honors Latin V: LARES**

#### **(Latin Advanced Readings and Enhanced Studies)**

*Grade 12*

*one unit, one year*

A comprehensive course in Latin that surveys several genres, authors and time periods from early Latin, Imperial, Medieval and Renaissance Latin periods. Works may include Roman comedy, lyric poetry, mythology, philosophy, history, and both scientific and political treatises. As in Latin IV, students thoroughly examine each work via language structure, word choice, figures of speech, and meter. In addition, students will consider the literary, historical and scientific influence these documents have had on our world.

## **Spanish**

### **#560 Spanish I**

*Grades 9-12*

*one unit, one year*

Spanish I introduces students to basic communication skills in real life situations by providing them with vocabulary, cultural information, and basic grammatical structures. The class is conducted in Spanish. It is a skills-based course requiring drill and memorization on the part of the student at home, and emphasizing oral communication strategies in class. Students are provided with ample practice in pronunciation, conversation, and composition, with an emphasis in communicative skills through the use of texts, videos, cartoons, skits, and interaction with native speakers.

### **#565 Spanish II**

*Grades 9-12*

*one unit, one year*

In Spanish 2, students will continue to build on and reinforce their knowledge of Spanish grammar, refine their pronunciation, expand their vocabulary and cultural awareness, and increase their confidence in speaking and writing. The class is conducted in Spanish. Projects and presentations involving Hispanic culture help develop insight and awareness. This course

requires drill and memorization on the part of the student at home, as well as complete engagement in the classroom in order to understand the material provided (short stories, videos, directions on products, etc.) and apply it when using the language, making connections across communities.

### **#570 Spanish III**

*Grades 9-12*

*one unit, one year*

Students in Spanish III are exposed to advanced grammatical concepts such as the forms and usage of the subjunctive mode. Students are provided with practice in conversation, composition, and reading comprehension. Awareness of Hispanic culture is stressed.

### **#576 Spanish: El Mundo Hispanohablante**

*Grades 10-12*

*one unit, one year*

#### **• Prerequisite: Spanish III**

This course will present an in-depth exploration of the history, culture, traditions, fine and performing arts—paintings, theatre, dance, film—literature, political structure, religion, and a push for a more global view of the current events of the Spanish-speaking world. Students will broaden their reading of literature, hone their spoken and written Spanish while engaging in animated dialogue with classmates and members of the Spanish speaking community. This course will provide an interdisciplinary approach to language study that will allow students to solidify skills learned in Spanish I, II, and III. Thematic blocks of study will include: Indigenous cultures in the Americas, colonialism, and American Imperialism as reflected in art, literature, music, and film. Students will have the opportunity to focus on current events affecting Hispanics in the United States and globally, such as the immigration crisis and reform, economic development, education, displacement of indigenous communities, classism, racial discrimination, socioeconomics, gender studies, and the environment. The course will be taught entirely in Spanish; students will communicate only in the target language. The course will serve as the preparation for the Spanish AP and Literature In Spanish courses, but also may be taken concurrently with them.

### **#578 Advanced Placement Spanish**

*Grades 11-12*

*one unit, one year*

#### **• Prerequisite: Spanish: El Mundo Hispanohablante**

This course is intended as a preparation for the AP exam in Spanish language. As such, it encompasses a thorough review of selected topics of Spanish idioms, cultural information, and grammar as needed. In addition, students receive intensive practice in reading and listening comprehension, composition and conversation.

### **#579 Literature in Spanish**

*Grades 11-12*

*one unit, one year*

#### **• Prerequisite: Spanish: El Mundo Hispanohablante**



This is a seminar course, conducted entirely in Spanish, that explores the poem, the short story, the novel, and the drama using significant examples from Spanish and Latin American writers. Students view film treatments of several of the works that are read. In addition to the readings, students are required to do a research paper second semester in which they further explore issues presented in the class.

## **Mandarin Chinese**

### **#585 Mandarin Chinese I**

*Grades 9-12*

*one unit, one year*

Mandarin Chinese I introduces students to basic communication skills. Students build a vocabulary that reflects daily contact with the world around them and are introduced to basic grammatical structure, the pinyin phonetic system, tones, the concept of radicals, basic strokes, and proper stroke order. In addition, students are provided ample practice in pronunciation, conversation, and writing of characters. Awareness of Chinese culture is emphasized.

### **#587 Mandarin Chinese II**

*Grades 9-12*

*one unit, one year*

Mandarin Chinese II provides students with the skills to continue to develop communication skills by acquiring more grammar, vocabulary words, radicals and character writing. Students are provided with ample practice in pronunciation, conversation and composition to increase their proficiency in the language. Awareness of Chinese culture is emphasized.

### **#589 Mandarin Chinese III**

*Grades 9-12*

*one unit, one year*

In Mandarin Chinese III, students continue to learn more complex grammatical structures. In addition, students continue to expand their vocabulary. Class instructions are entirely in simplified characters. Textbooks are printed in both simplified and traditional characters to allow students the opportunity to read in both forms. Listening and speaking skills are emphasized. This course is also supplemented with discussion of Chinese culture and Chinese films.

### **#591 Mandarin Chinese IV**

*Grades 10-12*

*one unit, one year*

In Mandarin Chinese IV is a continuation of Mandarin Chinese III with emphasis on listening, speaking, reading and writing short essays. Students continue to expand their vocabulary. Class instructions are entirely in simplified characters. Textbooks are printed in both simplified and traditional characters to allow students the opportunity to read in both forms. This course is supplemented with Chinese readers, Chinese contemporary literature, and Chinese films.

### **#593 Advanced Placement Mandarin Chinese V**

*Grades 11-12*

*one unit, one year*

AP Chinese Language and Culture course is a full-year course which is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills. Students enrolled in this course will also have the maximum exposure to Chinese cultural elements that are integrated in the process of learning the language.

### **#580 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

## Visual Arts

*Minimum grad. requirement, Grades 9-12: **2 years (in visual arts, music, and/or theatre)***

*The Visual Art Department offers classes in a wide range of art media including drawing, painting, ceramics, digital media, and photography. All classes refine students' knowledge and implementation of formal art concepts such as line, pattern, volume, balance, positive and negative space, texture, color, and symmetry. Students are exposed to art forms from various cultures. Courses encourage communicating ideas and concepts using visual language and developing hand-eye coordination. Emphasis is placed on independent and flexible thinking, a disciplined work ethic, risk-taking, and perseverance. The department provides in-depth art classes for students with varying levels of interest and degrees of skill.*

### **#621 Painting / Drawing I**

*Grades 9-12*

*one unit, one year*

This course presents elements of design, composition, color and perceptual drawing. Students begin building their skills with an emphasis on drawing. A range of approaches to image making employ media such as ink, graphite, charcoal, and non-traditional mark-making tools, in addition to the inclusion of some tools of technology. Drawings are used as the basis for or in combination with paintings in acrylic and watercolor. The class format includes studio activity, lectures, demonstrations, discussions, group critiques, and field trips. Students also keep a sketchbook. Assignments reinforce concepts covered in class and provide an opportunity for more independent work.

### **#622 Painting / Drawing II**

*Grades 10-12*

*one unit, one year*

#### **• Prerequisite: Painting / Drawing I**

Concepts and skills introduced in Painting/Drawing I are explored in greater depth and complexity in Painting/Drawing II. While working within structured projects in mixed media, oil, and acrylic, students begin to develop personal imagery and work more independently. Non-traditional materials are also introduced. Exposure to art history, contemporary art, and art from many world cultures through field trips, artist visits, and class discussion are included in the course to develop recognition of quality and critical thinking skills in written and oral work, as well as in the student's own projects. Artwork may be used to build a portfolio for college application purposes.

### **#630 Photography I**

*Grades 9-12*

*one unit, one year*

This course covers the technical aspects and aesthetic principles of black and white photography while accentuating elements of composition, value, line, and pattern. The class details how to use a manual camera, process film, make photographic prints in the darkroom, and create digital images. Increased aesthetic awareness of the visual qualities in nature, works of art, events, and objects within the environment are emphasized. Students work

toward a final portfolio that reflects their ability to sustain a concept, and clearly communicate through visual language. Class consists of lab time, class lectures, critiques, and field trips. A 35mm camera with manual capability is highly recommended.

### **#631 Photography II**

*Grades 10-12*

*one unit, one year*

#### **• Prerequisite: Photography I**

This course emphasizes defining a visual vocabulary and strengthening fluency in aesthetic expression through the use of a variety of photographic technologies from the 19th, 20th, and 21st centuries. Students refine black and white printing and film exposure skills and learn advanced digital techniques, of color photography, and alternative photographic processes. Assignments include creating extended bodies of work that explore a unifying theme and sustain a vision while communicating complex concepts. Class consists of independent lab time, class lectures, critiques, and field trips. Artwork may be used to build a portfolio for college application purposes. A 35mm camera with manual capability is highly recommended.

### **#636 Time-Based Art**

*Grades 9-12*

*one unit, one year*

This course will introduce a range of art practices where the manipulation of time is an essential element. The durational components include film and video, animation, sound and performance. The course will provide hands-on experience with cell phones as a recording device, DSLRs and supplementary recording and lighting equipment, stop motion paper and object animation, and using editing software Adobe Photoshop, Adobe Premiere and FinalCut Pro, as well as open-source tools IStopMotion and Audacity. The class incorporates lectures, demonstrations, exercises, readings, screenings, research, critiques, and discussion. This course satisfies the art requirement.

### **#639 3D Design I**

*Grades 9-12*

*one unit, one year*

This course introduces students to foundational concepts in modeling and sculpting. Students develop skills in 3D construction, creative problem solving, computer assisted design, and gain an understanding of the design thinking process. Students work with a variety of sculptural materials and techniques, and projects concentrate on the elements of form, structure, and surface. Students learn 3D modeling software, 3D printing and other digital fabrication methods, balancing this against hand-skill development in traditional practices such as wood-working, casting, fiber arts and clay sculpting.

## **#638 3D Design II**

*Grades 10-12*

*one unit, one year*

### **• Prerequisite: 3D Design I**

The 3D Design II course builds upon foundational concepts and skills developed in 3D Design I, allowing for greater depth and complexity and new investigations. Students work more independently and explore non-traditional materials and techniques. Much of the coursework revolves around the concept of Dichotomy- projects investigate dualistic notions of topics like: messy/clean, handmade/digital, mind/body, inside/outside. Students work with a wide range of materials including wood, cardboard, clay, plaster, found objects and 3D printed plastic. An expectation of a higher level of resolution of the work allows the possibility for 3D Design II work to be used in portfolio or college application purposes.

## **#640 Journeys in Film**

*Grades 10-12*

*one unit, one year*

This interdisciplinary course teaches film literacy through an intensive exploration of 5 films rotated each year, with a dual focus on students developing an understanding of film with greater depth and appreciation, and students creating work informed by the varied perspectives from which a film can be examined. In so doing, students synthesize meaning and orient each film in the broader context of film history and cultural discourse. The course format includes screenings, guest lecturers and artist presentations, readings, field trips, group study, critical discussions, all guiding students to develop work constructed from a range of perspectives. The student work produced will be as diverse as poetry, film score, painting, photo montage, critical reviews, scene creation and performance. The goals of the class are for students to engage with film as an expressive medium and an inherently interdisciplinary and collaborative artform, as a springboard for student-centered exploration and artistic production; and to develop a visual literacy and competence, beyond mere consumers of imagery, becoming critical viewers and thinkers with their own distinct viewpoints.

## **#646 Ceramics I**

*Grades 9-12*

*one unit, one year*

This course includes elements of design and composition through the coil construction of large-scale vessels or non-utilitarian forms. Emphasis is placed on surface design, utilizing carving, bas relief, and glaze. In the second semester, project assignments involve new concepts, increased Ceramics I skills, and a wider range of surface treatment including color and texture. The class format includes studio activity, lectures, demonstrations, discussions, and group critiques.

## **#651 Clay Design and Engineering**

*Grades 9-12*

*one unit, one year*

This art course develops the engineering and design skills needed to work with clay on the Potter's Wheel. Wedging and centering are learned, followed by practicing throwing

techniques, such as creating cylindrical forms. Various utilitarian vessel shapes are designed to be both functional and to convey ideas, themes, and concepts. These forms are investigated through emphasizing mass, proportion, texture, contrast and color. The class format includes studio activity, lecture, demonstrations, discussion, and group critiques.

### **#650 Clay Sculpture**

*Grades 10-12*

*one unit, one year*

This course develops skill in modeling the human head in clay. Emphasis is placed on achieving actual scale and proportion, observing accurately, and capturing the personal qualities of the subject. Color and surface texture are considered. The second semester encourages the discovery of the ceramic medium. Natural/organic forms, architectural elements, and human/animal figurative sculpture are explored. The class format includes studio activity, lectures, demonstrations, discussions, and group critiques.

### **#652 Clay Design and Engineering II**

*Grades 11-12*

*one unit, one year*

This course further develops throwing skills and investigates new ways of using them. Increased scale of the forms, innovative surface treatment, form alteration/distortion, and inventive use of appendages are emphasized. Artwork may be used to build a portfolio for college application purposes.

### **#667 Advanced Art Studio and Seminar**

*Grades 11-12*

*one unit, one year*

**• Prerequisite: Two years of Art fulfilled by any two Art Department courses. All applicants must submit an art portfolio in the spring for review by the Art Department to determine each student's enrollment in Advanced Art Studio and Seminar.**

Advanced Studio Art and Seminar is a junior and senior year studio art course for students who wish to expand and refine their fluency in visual expression and build upon beginning and intermediate visual art classes. The primary focus of the class is the production of a cohesive body of artwork informed by experimentation and art theory. Students determine the media that best supports their concepts and ideas through a process of research, testing, and learning from art historical and contemporary examples. Art making is reinforced by comprehensive critiques, in-depth discussions of art theory, field trips to museums and galleries, guest artist visits and conversations about current art topics. Emphasis is placed on independent and flexible thinking, a disciplined work ethic, risk-taking and perseverance. Students interested in creating and submitting an AP Art Portfolio will be supported in this class, but portfolio creation and submission is not a class requirement.

## **#668 Advanced Art Studio and Seminar II**

*Grade 12*

*one unit, one year*

### ***Prerequisite: Advanced Art Studio and Seminar I***

This course focuses on the development of a portfolio of advanced visual artwork, balanced with investigations into contemporary art and art theory. Materials, themes and methods build upon work completed in Advanced Studio and Seminar I with an expectation of deeper analysis of contemporary art topics and a higher level of polish and resolution of finished work, allowing it to be used for portfolio or college application purposes. The self-directed, exploratory nature of this course requires strong self-motivation and discipline and an ability to follow through on creative goals.

## **#669 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

## Music

*Minimum graduation requirement, grades 9-12: **2 years (in visual arts, music, and/or theatre)***

*Westridge seeks to provide opportunities for students to express themselves through music as their talents allow, to learn to enjoy a variety of musical experiences and to be introduced through instruction to the structures and disciplines of music. Consequently, scheduled classes are only the core of a wider year-long schedule of concerts and recitals featuring professional and student performers in formal and informal settings. Courses are designed to establish a firm basis in classical training, style and repertoire as the foundation for study and performance in the other areas of contemporary and popular music.*

### **#687 The Music Enigma**

***A non-performance music class.***

*Grades 9-12*

*one unit, one year*

Music is all around us, it fills a space in almost every waking moment. Most students have heard and know something about music. This knowledge and the sounds students are familiar with become the springboard for them to explore and deepen their musical knowledge. From “sounds to music” is the expanse of music education, where students can be thrilled at the discovery of feeling the sound of banging against a hubcap with a mallet to experiencing the visceral sound of Beethoven’s “Fifth Symphony “on YouTube.

This class exposes students to the vast array of material we call “music.” This exposure includes teaching the building blocks of music; developing an appreciation of the music that has been written and is being written; understanding the personalities that both compose and perform this music; and finally, trying to make music themselves. It is easier than you might imagine!

### **#689 Chorale**

*Grades 9-12*

*one unit, one year*

***If you have questions about which class, Intermediate Choir - Dulces Voces, or Chorale, is the best for your needs, please speak with the instructor.***

The Chorale is designed to teach fundamental (basic) music and singing skills to students in a choral context. It is designed for students who have some to no knowledge of singing and have limited musicianship. It is the best class for those students who have had only 0-4 years of piano instruction. In the first semester, the students learn to read music and understand rhythmic notation by doing a variety of written assignments along with singing various unison and two-part choral pieces. During the second semester, three-quarters of the class is spent preparing for a brief springtime performance of five to six pieces and the other class time is spent learning about music history, analyzing choral scores and listening to recordings. The class is appropriate for those students who do not possess the prerequisite skills for



Intermediate Choir - Dulces Voces, or Glee Club and who want to fulfill the music requirement without a lot of performance pressure. It is possible to use this class as a stepping stone to prepare to audition for Glee Club.

### **#684 Intermediate Choir - Dulces Voces**

*Grades 9-12*

*one unit, one year*

***Strongly recommended for those students who need additional help to meet the prerequisites for Glee Club and audition successfully for that ensemble.***

Dulces Voces is a choral music ensemble experience designed for students who enjoy singing in a group. Open to all students regardless of ability, it is an opportunity to develop and strengthen your vocal technique. Throughout the year, students will learn proper singing technique along with a variety of useful tips for how to read and understand musical scores. Portions of class time will be spent in musicianship development including reading notes, sight-singing and singing rhythmic patterns. All this work will be done in a choral context. The group will also prepare a few songs for performance in February. During the second semester, three-quarters of the class is spent preparing for the Spring Concert held in May. The other class time is spent analyzing the choral music selected for the Spring Concert and listening to and evaluating recordings of choral groups. The class allows you to grow musically, generates a sense of belonging and helps you maintain a healthy outlook on school life. For those students whose goal it is to audition successfully for Glee Club, this class will help you reach that goal.

### **#686 Glee Club**

*Grades 9-12*

*one unit, one year*

**• Audition required**

**• Prerequisite: A clear vocal quality and the ability to match pitch, tap rhythms, and sight sing.**

Glee Club is an auditioned group designed to provide its members enjoyment of choral music consisting of repertoire from the past four centuries, exposure to the discipline necessary to produce a high standard of performance and the opportunity to perform in concert during the school year. Musicianship skills are enhanced by sight singing and tapping rhythms on a regular basis. Dress rehearsals and performances are mandatory and are necessary for completing the course requirements.

### **#685 Intermediate Orchestra**

*Grades 9-12*

*one unit, one year*

The Intermediate Orchestra is designed to develop the musical and orchestral skills of students who have already played an instrument and have basic musicianship skills. Students should be able to demonstrate any two-octave major and melodic minor scale if playing a string instrument (violin, viola, cello, bass) or any one-octave major and melodic minor scale on a woodwind instrument (flute, clarinet, oboe, bassoon) or brass instrument. The students

will develop their musicianship through studying music theory, reading and playing music from classical and non-classical genres, and learning how to adjust their playing in the context of the ensemble. This class is appropriate for students who do not meet the prerequisite musicianship for Upper School Chamber Orchestra and want to further enhance their ensemble skills. Depending on the development of the ensemble, this class may have the opportunity to perform in a concert during the second semester. This class is also for students who need to fulfill the music requirement and already have basic musicianship. Students may re-enroll in this course on a yearly basis.

### **#670 Chamber Orchestra**

*Grades 9-12*

*one unit, one year*

**• Auditions required**

**• Instrumentation — strings (violin, viola, cello, bass); woodwinds (flute, clarinet, oboe, bassoon); brass; piano; percussion**

**• Prerequisite – For strings: any three-octave major and melodic minor scale with good tone and intonation. For woodwinds and brass: any two-octave major and melodic minor scale with good tone and intonation. In addition, all students will prepare a solo of their choice and be prepared to sight-read a short excerpt. New and returning students (including Westridge 8th graders) will be required to play an audition in the spring of the preceding year.**

This ensemble is an auditioned group that provides its members with the opportunity to study and perform music from classical and non-classical genres. Students will learn the skills and discipline necessary to achieve a high standard of performance in the context of an orchestra. They will continue to develop their musicianship through the study of music theory and analysis. Dress rehearsals and performances are mandatory and are necessary to complete the course requirements.

### **#698 Independent Study**

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department and CASC.

# Theatre

Minimum graduation requirement, grades 9-12: **2 years (in visual arts, music, and/or theatre)**

The Westridge Theatre Department offers courses in acting and theatre production as well as elective courses in costume and tech theatre. Courses are designed to foster creative expression, intellectual curiosity, collaboration, critical thinking, imagination, and risk-taking both on and off stage. Through in-depth analysis of classical and contemporary texts, students will gain a deeper understanding of not only the dramatic arts, but also the human condition. Emphasis is placed on creating opportunities for students to thrive as both interpretive and generative artists. While developing strong foundational skill and technique within the art form, students will also cultivate within themselves a greater sense of integrity, compassion, resilience, confidence, leadership, and empathy. The study of theatre at Westridge transcends the personal and connects the artist to the world around her.

## #681 Acting I

Grades 9-12

*one unit, one year*

Students will approach the dramatic arts through acting, directing, design, playwriting, and critique. Throughout the course students will explore the theatrical process, gaining the creative confidence necessary to independently devise, rehearse, and present works of theatre. Course content will require students to analyze and respond to theatrical works from diverse historical and cultural contexts. The course will particularly focus on 1) sharpening acting skills through the study of various theatrical styles and acting techniques, and 2) refining the collaborative and communicative tools used among theatre artists to authentically and confidently realize artistic expression through theatrical performance. Students will utilize monologues from plays, scenes from stage and screen, and group devising projects to investigate dramatic structure and theatrical technique. Students will also investigate the possibilities of various kinds of work in the professional theatre, both on and off stage.

## #682 Theatre Production

Grades 10-12

*one unit, one year*

**• Prerequisite: Completion of any two Westridge theatre courses (including Middle School electives, costume, or tech) or one Westridge theatre course and one Westridge theatre production working on or off stage.**

**• Required: Students who would like to work as Directors for the Winter Black Box production must be enrolled in this course.**

The Theatre Production course is designed for students who already have some theatre experience, either on or off stage, and who are interested in learning more about the business of show business. While actors are encouraged to enroll, this is not an acting course. Instead, students will focus on the work that goes into producing theatre – all the steps necessary to

take a production from idea to reality. Throughout the year, students will rotate through the various roles and responsibilities held within a small theatre production company, learning about directing, design, production management, advertising, communication, dramaturgy and more. Students in this course will have the opportunity to truly take command of the Westridge Theatre production process, guiding decisions about everything from marketing materials to audience relations and even Westridge Theatre season selection. While students in this course will significantly influence the extra-curricular theatre season, no after-school commitment is required.

**#698 Independent Study in Theatre**

*1/4 or 1/2 unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor and her proposed course of study must be reviewed by the department & CASC.

## Computer Science

### #855 AP Computer Science A

*Grades 10-12*

*one unit, one year*

• **Required: Concurrent or completion of Algebra II.**

AP Computer Science A is an introductory course in computer science. The major theme of the course is problem solving. No previous programming knowledge is required, but the student should be comfortable using a computer. Throughout the course, students will learn to: design, implement, and analyze solutions to problems; use and implement commonly used algorithms; use standard data structures; develop and select appropriate algorithms and data structures to solve new problems; write solutions fluently in an object oriented paradigm; and write, run, test, and debug solutions in the Java programming language. While the class will primarily focus on the Java programming language, students will also be exposed to Objective-C (iPhone development) and JavaScript (web development).

### #898 Independent Study

*¼ or ½ unit per semester*

A student wishing to pursue a level of study beyond that which is offered in the curriculum may enroll in an Independent Study. The student must have a faculty sponsor, and her proposed course of study must be reviewed by the department and CASC.

# Economics

## #359 Economics

*Grades 11-12*

*one unit, one year*

Economics is the study of how people manage resources. One of the foundations for economic theory is that these resources are limited, and mechanisms are needed to allocate them. This course will emphasize microeconomic topics, exploring decisions made by individuals and companies, including supply, demand, trade, and market efficiency, as well as deeper philosophical questions about the purpose of money. The latter portion of the course will be a study of macroeconomics, or how scarce resources are allocated at the national and international level, including current issues such as unemployment, inflation, taxation, and exchange rates. A personal finance component will also be threaded through the course.

## Athletic Program

Westridge values the educational goals of athletic participation and strives to afford each girl the opportunity to be a part of the athletics program while balancing competitive intensity. The Frosh/Soph and junior varsity levels can include novice participants while varsity sports remain highly competitive. Girls are encouraged to participate in athletics as it is an important part of a well-rounded education. The Upper School holds membership in the California Interscholastic Federations of the Southern Section (CIF-SS), and competes in basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track and field, volleyball, and water polo. Westridge competes in the Prep League which includes: Chadwick, Providence, Flintridge Prep, Mayfield Senior, Polytechnic, and Rio Hondo Prep. The Westridge Equestrian team participates in the Interscholastic Equestrian League (IEL). Students receive credit through enrollment in Physical Education Equivalent.

### Freshman/Sophomore Team:

**#741 Volleyball**

### Junior Varsity:

**#713 Tennis**

**#715 Volleyball**

**#717 Basketball**

**#719 Soccer**

**#723 Swimming**

**#740 Cross Country**

**#739 Water Polo**

**#743 Lacrosse**

### Varsity:

**#709 Cross Country**

**#712 Tennis**

**#714 Volleyball**

**#716 Basketball**

**#718 Soccer**

**#720 Swimming**

**#721 Softball**

**#724 Lacrosse**

**#725 Track & Field**

**#730 Golf**

**#733 Water Polo**

# Physical Education

Minimum graduation requirement, grades 9-12: 9 Credits

Most students fulfill the 9 credit Physical Education requirement in 9th, 10th, and 11th grades.

**Students are allowed to fulfill their requirement in the following ways:**

## **1 Credit per Trimester**

- Upper School Physical Education

## **3 Credits per Academic Year**

- Beginning Dance
- Intermediate Dance
- Advanced Dance

## **2 Credits per Trimester**

- Upper School Sports Team

## **3 Credits per Academic Year** (Yearlong commitment, application required)

- Westridge Equestrian Team
- Physical Activity Credit (formerly PE Equivalent)
- Physical Activity Credit National or Academy Team

## **#710 Physical Education**

Grades 9-12

*fall, winter, spring seasons*

Upper School Physical Education is a multi-disciplinary course that utilizes diverse activities to promote students' lifelong fitness and health. This course includes multimodal group aerobic exercise, conditioning, and strength and flexibility training. Through exposure to a wide array of fitness options, students are encouraged to develop their own personal fitness plan based on short- and long-term goals.

## **#738 Beginning Dance**

Grades 9-12

*one year*

### **• No audition required.**

Beginning dance is a year-long course for students who have little to no experience in dance. This course will teach the fundamentals of modern dance along with basic ballet, yoga, and other forms of movement. Students will also spend significant time learning choreographic skills in order to create their own dances to be performed at an informal showing at the end of the year. Though not required, all students in beginning dance will have the opportunity to perform in the spring dance concert.



### **#727 Intermediate Dance**

*Grades 9-12*

*one year*

**• Audition required.**

Intermediate Dance is a year-long course for students who have intermediate skill in any dance technique. This skill should allow them to grasp, retain, and execute various styles of choreography. The intermediate dancer will also learn performance skills, ballet and modern technique while developing flexibility, muscle strength and musicality. All Intermediate Dance students are required to participate in the spring Dance Concert.

### **#732 Advanced Dance**

*Grades 9-12*

*one year*

**• Audition required.**

Advanced Dance is a year-long course for dancers who have intermediate/advanced dance ability in any technique and whose skill allows them to grasp, retain, and execute various styles of choreography at an accelerated pace. This course is for dancers who want to broaden and gain deeper knowledge of performance and will have the opportunity to choreograph for the ensemble. All Advanced Dance students are required to participate in the spring Dance Concert.

### **#705 Equestrian**

In order to receive PE credit for participation on the Equestrian team, students must complete the Westridge Equestrian application and compete in a minimum of three Interscholastic Equestrian League (IEL) shows per academic year. A minimum of six hours of activity is required weekly. Monthly documentation including show performance is required.

### **#706 Physical Activity Credit**

Students practice and compete on an outside team and must participate for Westridge during the season of the same sport should it be offered. Students cannot play simultaneously for their club and Westridge (CIF-SS rule). If a sport is not offered at Westridge, students must participate on a competitive team. A minimum of six hours of activity is required weekly. An application is required in addition to monthly documentation.

### **#707 Physical Activity Credit National or Academy Team**

Qualification includes participation on a top level United States Academy team, National team or Olympic team which prohibits high school participation. An application and verification in writing from the organization is required. Students must participate a minimum eight hours per week in their program. During weeks of non-activity a minimum of two hours needs to be achieved by either attending Strength and Conditioning Class after school or completing Physical Education/Athletics Department online modules.

## H-Block Electives

All electives in this section are graded pass/fail.

***Students may enroll in Creative Writing for either the first or second semester. Students progress through the course sequentially; but do not have to enroll in consecutive semesters. Each level of Creative Writing is fulfilled by completing two semesters of that level.***

### #160 Creative Writing I

*Grades 9-12*

*¼ unit, each semester*

Each semester in Creative Writing I, students explore writing as an art form and means of self-expression through the creation of memoir, creative non-fiction, poetry, and short fiction pieces. In class, students engage in a seminar and workshop environment. They discuss reading, use a variety of styles of writing practice, and grow through partner work and critiques. Students assist in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

### #162 Creative Writing II

*Grades 10-12*

*¼ unit, each semester*

**• Prerequisite: #160 and #161**

In Creative Writing II, students continue to develop and refine their skills as writers through different and more advanced projects including but not limited to: memoir, literary journalism, poetry, and short fiction. In class, students read and discuss examples of writers in different roles, and discuss writing as an art form and as an impetus for social change. Working with more independence, students continue in a seminar and workshop environment and use a variety of styles of writing practice. Students may design many of their own projects. This group takes a leadership role in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

### #164 Creative Writing III

*Grades 10-12*

*¼ unit, each semester*

**• Prerequisite: #162 and #163**

Creative Writing III builds on Creative Writing II with special emphasis on independent projects in poetry, fiction, and other forms such as historical fiction, screen- and playwriting. There will also be a focus on critical theory and analysis. Students engage in problem-solving exercises, classroom critique, and individual conferences. They work to build a portfolio and may do one large project in a single genre. This group takes a leadership role in the development and publication of the school literary magazine, *Outlook*. This course meets once per rotation.

## **#167 Creative Writing IV**

Grade 12

*¼ unit, each semester*

### **• Prerequisite: #164 and #165**

Creative Writing IV builds on Creative Writing III and allows students to assume leadership roles by guiding readings, discussions, and in-class writing exercises. Students pull these lessons from their own experiences as Creative Writing students and pursue an independent writing project, based upon their own interests and passions. Students will schedule regular meetings with their instructor and reflect upon their academic, aesthetic, and personal growth. The Creative Writing IV student will also take a leadership role in the editing, layout, and overall production of *Outlook*, the Upper School literary journal. This course meets once per rotation.

## **Engineering and Design**

Grades 9-12

*½ unit, one year*

This set of courses allows students to explore engineering and design concepts through one or more elective classes. Each class meets during H2, H4, or H6, allowing students to take any or all of the three engineering and design sections. These include Rocketry, Robotics, and Science Olympiad. Students may sign up for one or more of the sections; each section counts as a ½ unit credit.

### **#946 Engineering & Design – Science Olympiad**

Students learn three science subjects of their choosing, including, but not limited to: anatomy, diseases, ecology, astronomy, the environment, geology, chemistry, materials science, optics, experimental design, and mechanical engineering. Students can also choose to design bridges, planes, time-keeping devices, and other engineered devices applicable to different competitive events. Science Olympiad takes place in March, where students compete against other local high school teams on their chosen topics. After competition events are completed, students have a choice to work on learning coding or to design and print 3-D objects.

### **#947 Engineering & Design – Robotics**

Students build a basic skill set for making robotic systems. They learn to design and fabricate mechanisms, control motors to drive those mechanisms and thus act upon the world, use sensors to gain information about that world, wire up connections between these parts and a microcontroller board, and write computer code to govern and integrate all of these elements of their robots. They then apply these skills towards individual and team robotics projects. The primary technical tools are the Processing programming language, the Arduino board, hobby servomotors, DC gear motors, webcams for computer vision, and other small sensors.

### **#948 Engineering & Design – Rocketry**

Beginning from scratch, students work in teams to design and build model rockets using equipment in the STEAMWork Design Studio (including 3D printers and the laser cutter), and assemble the parts by hand. The design process combines the application of math, physics and engineering concepts as well as aesthetic decision-making. They test their completed rockets at the Santa Fe Dam on weekend fieldtrips, collecting data from the launch, iterating their designs, and ultimately competing with their rocket in the Team America Rocketry Challenge (TARC). Qualifying teams can attend the National Flyoffs in Washington DC in May. The course requires strong teamwork skills and allows students to engage in the full engineering cycle to design, build, test, and repeat.

### **#677 Fundamentals of Costume Design**

*Grades 9-12*

*½ unit, one year*

This course will introduce students to the principles and practices of costume design for the theatre. Students will explore the history of costume and fashion, as well as the ways in which history influences modern theatrical costume design. Students will be introduced to techniques and practices which enable them to smoothly translate designs into rendered costumes. Throughout the course, students will develop and expand their skills in script analysis, costume and fashion research, design, and theatrical costume rendering.

### **#675 Costume Construction**

*Grades 9-12*

*¼ unit, each semester*

In this course, students will assist with the construction of costumes for Westridge Theatre productions. In a team environment, class members will gain an understanding of costume construction techniques such as cutting, sewing, fabric dye, fitting, and maintaining costumes for theatrical production. Students will serve a vital role in creating theatre of excellence for the Westridge community.

### **#659 Technical Theatre**

*Grades 9-12*

*¼ unit, each semester*

This course provides hands-on opportunities for students to explore the world of painting theatrical sets and properties, as well as scenic construction. Students will learn technical theatre skills and assist in the process of creating Westridge theatre productions. Course content will include scene shop safety, tools and materials, model building, painting techniques, properties design and construction, and an introduction to theatrical lighting. Prior experience is not required, and the course may be repeated.

### **#693 Voice**

*Grades 9-12*

*¼ unit, each semester*

**• This course does not meet the music requirement.**

This course is designed to help students develop their solo vocal skills and learn to sing well based on a sound technical foundation. This class allows the teacher to pay close attention to the development of each student's voice. The semester course, which meets one H-block during the six-day rotation, will facilitate the students' study of the technical aspects of vocal production and allow them to put their knowledge to work by singing solos. A goal is to memorize two songs of contrasting style per semester and have them "performance-ready" by the end of each semester.

### **#688 Madrigals**

*Grades 10-12*

*½ unit, one year*

**• Audition required**

**• Prerequisite: One year experience in either Intermediate Choir or Glee Club**

Madrigals is a choral ensemble that sings a cappella music only. It meets one H-block in the six-day rotation. The maximum number of students accepted into the class is 12. Students rehearse and perform a cappella music of various styles and from different historical eras. During the holiday season, this ensemble sings 6-7 performances for various organizations in the Pasadena community. Also, the group is asked from time-to-time to sing for school and community events.

### **#940 Speech and Debate**

*Grade 9-12*

*¼ unit, each semester*

This course introduces students to the world of competitive speech & debate, teaching students the skills of basic communication and persuasion. Speech teaches students an array of skills, including speech-writing, research, script-cutting, and even theatre skills. In debate, students learn how to conduct research using databases and think tanks from around the globe, how to organize and formulate arguments, and how to argue effectively for any ideas which they are given to defend. In addition to the prior curriculum, debaters will travel to tournaments throughout the year in order to compete against fellow debaters from around the nation.

### **#976 Inlook**

*Grades 9-12*

*½ unit, one year*

This is a fast-paced course designed to produce the Westridge School yearbook. Topics covered will include design basics, layout, photography and copywriting, with an emphasis on meeting publication deadlines. Grades are based on quality of work, ability to work with a team effectively and to meet task deadlines. Editors must meet weekly with the yearbook faculty

advisor. Leadership positions (editors) are available to students with a minimum of one year experience on staff (to be determined via interview and performance review with yearbook faculty advisor). Editors are required to attend a week-long yearbook workshop in August. Staff members are encouraged to attend this workshop if available.

### **#977 Spyglass**

*Grades 9-12*

*½ unit, one year*

This is a course in basic journalism. Journalistic writing, editing, photography, videography, and website management will be taught through direct instruction and the publication of Westridge's online newspaper, Spyglass. Staff positions are assigned according to students' availability, interest, and experience.

### **#986 Peer-to-Peer 1**

*Grades 10-11*

*½ unit, one year*

Peer-to-Peer 1 is a year-long elective focusing on the development of empathic listening skills. We will work within a framework of relational psychology and identify elements from other psychological frameworks that contribute to a beginning appreciation of psychological theory. The first semester is an introduction to psychology with an emphasis on exploring basic psychological concepts. It is largely experiential and self-reflective and will have reading and writing reflection assignments. In addition, there is a one-day Saturday retreat held on campus which is devoted to strengthening listening skills. Students participating in this program will be invited to explore issues related to the human condition, and more specifically adolescence, and will be encouraged to explore their own feelings. Local clinicians will be brought in as guest lecturers about areas of expertise. The goals of this semester are to:

- Develop increased awareness of self and responsibility to others.
- Develop understanding of counseling/facilitative relationships
- Familiarize students with basic concepts of psychology
- Develop enhanced communication skills
- Establish guidelines for peer helping and outreach

The second semester will be devoted to practice applications and outreach to Lower, Middle, and Upper School. Students will be encouraged to find areas of interest to them within the Westridge community and serve as peer educators and peer helpers. If a student wishes to use their experience in Peer-to-Peer toward their CAP project, they will be encouraged to volunteer in community programs which enhances their learning and skills. Students will be required to research a topic within psychology that is of interest to them and will present their findings to their classmates.

This class is selective and requires: completion of an application form, an interview, two letters of recommendation from peers, and a letter of recommendation from an advisor or teacher due in the spring.

### **#987 Peer-to-Peer 2**

*Grades 11-12*

*½ unit, one year*

**• Prerequisite: Completion of Beginning Peer-to-Peer.**

Peer-to-Peer 2 is structured to enable students to implement what they learned in Peer-to-Peer 1. They will be given opportunities plan and coordinate schoolwide events promoting awareness of mental and physical health, such as “Love Beyond Your Body” and “Love Your Mind” events held on campus. During the academic year students will be given opportunities to engage as peer leaders in areas of interest to them by mentoring younger students after school and during recess, visiting Lower School council class to be peer mentors during conversations about puberty, chaperoning a middle school field trip, and volunteering in lower school classrooms. Students will be paired with another Peer-to-Peer 2 student to collaborate on a project that they will present to their classmates. Related readings will be assigned for class discussion.

### **#988 Peer-to-Peer 3**

*Grades 12*

*½ unit, one year*

**• Prerequisite: Completion of Beginning Peer-to-Peer & Advanced Peer-to-Peer.**

**• Required: Permission from teacher.**

Peer-to-Peer 3 is structured for continued practice of skills that students have learned in the first two years of Peer-to-Peer. Students will collaborate with other Peer-to-Peer students to help facilitate the “Love Your Mind” and “Love Beyond Your Body” events. Students will be required to do related reading and self-reflection assignments and will be invited to grapple with advanced psychological concepts.

### **#998 Service Learning**

*Grades 9-12*

*½ unit, each semester*

This course will familiarize students with a wide range of local and global social issues. Students will have the opportunity to make personal connections with experts who work on these issues in the non-profit field. Field trips and volunteer opportunities will be built into the course, and the course will culminate in the design and implementation of service projects based on skills acquired and resources provided through the class. Some of the service hours performed as part of this class can be counted toward the graduation service requirement.

## **#939 Student Voices**

*Grades 9-12*

*0 units, each semester*

This elective course will expose students to topics in leadership, social justice, diversity, equity, and inclusion. In addition to building students' leadership skills, the course will provide an opportunity for students to conduct research related to the aforementioned topics and engage in intentional planning for school assembly programming, interactive activities, and discussions. This will be a semester-long, no-credit course facilitated by the Dean of Student Voices. Student Voices Heads will be required to take the course for the first and second semester. The course is open to all students who are interested in being a part of Student Voices and who would like to take an active role in planning for and presenting during school assemblies. Students taking the elective must attend the 2-day Student Leadership Retreat before the school year begins.



# Experiential Programs

## **Interim Program**

*Grades 9-12*

Taking place the week prior to spring break each year, the Upper School Interim week is an experiential program that promotes a sense of discovery, creativity, curiosity, connection, reflection, and responsibility. Through a variety of non-academic opportunities, the Interim Program strives to deepen students' awareness of their own intellectual and emotional growth as they develop and pursue new interests and passions.

## **Community Action Project (CAP)**

*Grades 9-12*

The Community Action Project graduation requirement is an opportunity for Westridge students to demonstrate how their personal interests and passions can set the stage for deep learning and service to others. In 9th Grade, students will begin by exploring various issues and service organizations of interest, and engage in several service learning experiences to help further hone their thinking and understanding of service learning. In 10th Grade, girls will continue to engage in meaningful service learning experiences, often working with other students, and begin to conceptualize the focus and scope of their Community Action Project graduation requirement. In 11th Grade, guided academic research will be required and students will work closely with their advisors and Upper School administrators to continue to engage in meaningful service opportunities while developing a proposal for their Community Action Project. In 12th Grade, students will be in a position to reflect on both the process and outcome of their four-year service learning experiences, and will culminate the journey by presenting their project to the community.

## **Global Initiative Distinction**

*Grades 9-12*

The Global Initiative Distinction is a program designed to provide select students an opportunity for meaningful interdisciplinary study of a modern-day global issue. Students use reading, research, travel and other experiences, as well as volunteer work to help inform their global perspective and further pursue their specific topic of interest. This program provides an avenue for such students who demonstrate a strong interest in global citizenship to further their interests and become models of global competence for our community.

## Human Development and The College Process

*As an integral part of the school's commitment to educating the whole girl, Upper School Human Development classes meet once a rotation for 80 minutes in grades 9 through 12. Over four years in Upper School, the students are exposed to a range of social, emotional, health, and college-related topics that are carefully scaffolded to respond to developmentally-appropriate concerns with increasing sophistication over time. Please see the grade-level specific course descriptions below for more details.*

### **#982 Human Development 9: Transition to Upper School**

*Grade 9*

*one year*

Human Development 9: Transition to Upper School provides a forum for students to consider their academic, social, emotional, and physical development. Early in the year, the freshmen do a variety of community-building activities designed to help integrate new students and to build a sense of class cohesion. Each Freshman Human Development class offers students a chance to create a "letter of introduction." This open assignment encourages students to build a heightened self-awareness of their feelings and values and to learn techniques for expressing those feelings and values. Students focus on the values and responsibilities that go along with their varied identities – race, ethnicity, and socioeconomic status to name a few. Our methods include group presentations, group dialogue, paired sharing, and film analysis. Freshman Human Development includes an inquiry into the pressures students face, both socially and academically, and the coping strategies and stress management skills they can employ to navigate these challenges. We look critically at perfectionism in young girls and women and spend time exploring the advantages of a culture that celebrates effort over outcome. Students explore how many of the concepts that they have learned relate to current events in our community, nation, and beyond. This year-long course culminates with the students making their own Zine.

### **#983 Human Development 10: Self & Society**

*Grade 10*

*one year*

Human Development 10: Self & Society focuses on three central themes: self-awareness, health, and decision-making skills. Our methods include film analysis, group dialogue, and peer advocacy. This class encourages students to question, explore, and assess their own and their community's attitudes about society, race, gender, and sexuality. This can help young people understand their family's values, develop their own values, improve critical thinking skills, increase self-esteem and self-efficacy, and develop insights concerning relationships with family members, individuals of all genders, races, ethnicities, and society at large. Early in the year, students take part in a 5-rotation self-defense course with Lauren Roselle of ESTEEM Communications. Students learn verbal and physical techniques to enhance their assertiveness and become aware of the factors that go into their decision-making processes

in social settings. Students are also given comprehensive lessons on sexual health and sexual decision making and are challenged to think about healthy and unhealthy relationships with themselves, substances, and others. Each lesson is given in a way that promotes consent, encourages communication, examines systems of oppression, and prioritizes health and wellbeing.

### **#984 The College Process 11: Voice & Vision**

*Grade 11*

*one year*

The College Process 11: Voice & Vision is divided into two distinct semesters, each with its own focus and yet connected through the goal of providing a foundation for the college process that is based on self-awareness and personal growth. In the fall semester, the Council format helps Juniors to hone their understanding of themselves in the present and to investigate the vision they have for their futures, prior to embarking upon the exciting and reflective college search. Through this self-exploration, students prepare for their role as leaders in the school, learn strong communication and listening skills, deepen their connection with their peers, develop their authentic voices and practice stress-management techniques.

In the spring semester, The College Process 11: Voice & Vision focuses on understanding the college search and selection process, and how it aligns with each student's vision for their future. Students learn about the educational choices involved in finding colleges that are a good fit for their individual talents, accomplishments and learning styles. Types of colleges, majors and college general education programs are discussed in depth. In April students learn to read and evaluate an application by participating in an admission case studies program with college representatives. Several personal narrative writing assignments coupled with assessments such as Strengths Explorer, Do What You Are, Career Cluster Finder, and Internet Profiler help students get to know themselves better as well as prepare them for the next steps in the college application process.

### **#985 The College Process 12: Your Chosen Path**

*Grade 12*

*one year*

The first semester of The College Process 12: Your Chosen Path supports the seniors in the college application process, with an emphasis on application logistics including: finalizing recommendations, working on essays and short answer questions, compiling and formatting a resume, preparing for interviews and college visits, and completing applications—with special attention given to the University of California application in an interactive workshop. College costs, merit- and need-based financial aid are also discussed, as well as how admissions decisions are made by public and private universities and colleges. This class gives seniors the opportunity to ask time-sensitive questions as well as discuss topics specific to their application process.

In the second semester of The College Process 12: Your Chosen Path, students link what they have learned about themselves in Upper School to their future life beyond Westridge. The class features a variety of speakers and topics designed to support the students in their transition from high school to adulthood. Seniors also refresh their self-defense skills, learn personal finance, and learn how to access on-campus health care at their respective colleges and universities. As they reflect on their experiences at Westridge and learn how to say goodbye to family, friends and school in a healthy way, the Human Development and College Counseling program culminates in a Senior Retreat in late May. This overnight trip honors the important relationships each student experiences in Upper School and celebrates the seniors' readiness for their chosen paths in life.

## College Counseling

College Counseling at Westridge School is both personal and group-oriented. Each Westridge student thoughtfully navigates the college application process with guidance from an experienced and supportive College Counseling team.

Using a highly-refined Human Development program, the college counseling focus begins in the second semester of the junior year. Students meet every rotation (six days) for two semesters gaining invaluable insight into the college selection and application process. Ultimately, College Counseling at Westridge School works to help each individual carefully consider their strengths and aspirations, with the intention of matching the student with colleges and universities aligned with their unique qualities and interests.

Through College Counseling at Westridge School, the extremely experienced team educates and supports students and parents throughout the process of college consideration, selection, application, acceptance and transition in the following ways:

### CONSIDERATION AND EVALUATION

<b>RESEARCH</b>	How to explore colleges and universities, with considerations including majors, size, location, academic rigor, athletics, and scholarship opportunities.
<b>PERSONAL FIT</b>	Help students to understand how their academic strengths, special gifts or talents, and diversity fit with what colleges and universities are looking for in their applicants.
<b>TESTING</b>	What admissions tests are required and when they should be taken, from the ACT and SAT, to SAT Subject Tests.
<b>PREPARATION</b>	How to prepare for college visits and fairs, practicing how to best represent themselves, and how to gather information from colleges by asking pertinent questions.

### COLLEGE COUNSELING SERVICES AND RESOURCES

#### ACADEMIC ADVISING

Course selection for specific interests and majors, extracurricular involvement, and time management.

#### PREVIEW TO TESTING EVENING

An event to better acquaint sophomore and junior students and their parents with the purposes and timing behind the PSAT, SAT, SAT Subject Tests, and the ACT.

### **THE COLLEGE PROCESS II: VOICE AND VISION**

A semester-long course taken by all juniors in which students learn about the educational choices involved in finding colleges that are a good fit for their individual talents, accomplishments, and learning styles; types of colleges, majors, and general education programs; and, reading and evaluating applications.

### **COLLEGE KICKOFF**

Junior students and parents hear from second-semester seniors and parents about highlights of the college application process. Topics include: testing, letters of recommendation, essays, visiting colleges, and interviewing.

### **COLLEGE TOUR**

Each spring during Interim Week, College Counseling leads a tour of colleges and universities hosted in partnership with a professional education company. Through personal visits to campuses, guided tours and information sessions, students gain firsthand experience of different types of institutions.

### **CIRCLE GROUPS**

Seniors lead small-group, lunchtime discussions with juniors during the spring. By providing peer mentors, the program promotes a healthy approach to the application process, encouraging juniors to be self-reflective while exploring a range of options and ideas.

### **CASE STUDIES EVENING & COLLEGE FAIR**

Students and parents are invited to act as members of a mock admission committee in a simulation led by 45 deans and directors from the country's most selective colleges and universities. Participants learn firsthand about the importance of the transcript, letters of recommendation, essays, and testing in the admission process. The evening concludes with a college fair.

### **INDIVIDUAL AND FAMILY MEETINGS**

Personalized discussions and support for every aspect of the college admission process with students and parents.

### **LETTERS OF RECOMMENDATION**

Counselors assist students in determining strong and relevant academic, athletic, community service, work, and special talent references.

### **COLLEGE OPPORTUNITIES**

Exposure to special diversity programs, scholarship opportunities, local informational sessions, summer opportunities, and educational programs offered at colleges and universities year-round.

### **JUMP START WORKSHOP**

A week-long intensive program offered prior to the start of senior year. Through self-reflective exercises, as well as essay and résumé workshops, participants uncover their personal narrative, and have a strong, rough draft essay and a completed résumé at the conclusion of the workshop.

### **SENIOR PARENT NIGHT**

A parents-only event to learn how to support your senior in the college process, as well as how the College Counseling Team helps families navigate and manage applications and outcomes.

## **THE COLLEGE PROCESS 12: YOUR CHOSEN PATH**

A semester-long course taken by all seniors that helps students navigate the college application process. Significant emphasis is placed on application logistics: finalizing recommendations, working on essays and short-answer questions, preparing for interviews and college visits, completing applications, and applying for financial aid and scholarships.

## **COLLEGE REPRESENTATIVE VISITS**

Admission officers representing more than 130 colleges and universities from the United States and abroad visit the Westridge campus annually. Students meet individually or in small groups with representatives to learn more about their institutions as well as their admission process.

## **COLLEGE ANALYSIS**

Guidance toward developing a thoughtful prospective college list taking into consideration academic, financial, and personal fit.

## **HANDS-ON ESSAY SESSIONS**

Individual meetings with college counselors and teachers to assist in the development, structure, and completion of essays, short answers, and supplementary materials.

## **INTERVIEW PREPARATION**

Students learn about the interview process in The College Process 12 class and in a dedicated workshop. They practice interviewing both in seminar and in individual meetings to prepare for college admission interviews.

## **HANDS-ON APPLICATION WORKSHOPS**

College Counseling team leads sessions on completing the Common Application and the University of California Application.

## **FINANCIAL AID WORKSHOPS**

Instruction and guidance offered by a college financial aid expert on how to navigate the process by completing the Free Application for Federal Financial Aid (FAFSA) as well as the CSS Profile. Information on scholarships, grants, and loans is also provided throughout the year.

## **APPLICATION SUPPORT MATERIALS**

The College Counseling team coordinates the submission of items such as the secondary school report, counselor and teacher recommendations, school transcript and profile, mid-year report, and final transcript to every college, university, or scholarship requested.

## **COLLEGE CONVERSATIONS**

Seniors speak with members from the most recently graduated class who return to campus during Homecoming to discuss their transition to college at their respective schools.

## **“OH, THE PLACES YOU’LL GO” LUNCHEON**

Juniors meet with seniors who have just committed to a college or university. A picnic lunch provides a perfect opportunity to discuss strategic planning, moral support, and practical advice from seniors who have decided “the places they’ll go.”

## **COLLEGE CONNECTIONS**

Hosted in partnership with Alumnae Affairs, the College Connections Parade and Fair gives families an opportunity to talk to recent alumnae about their college or university. Current seniors are also present to talk

about their college process and outcome. Additionally, Westridge faculty, staff, and administrators are on hand to help expand students' "college knowledge" in a fun-filled atmosphere.

**NEXT STEPS**

Workshops for seniors and their parents to provide instruction and conversation starters on topics that are often an afterthought in the college process. This three-part series includes insight from Deans of Students and Directors of Admission for colleges and universities regarding navigating new friendships, accessing resources, and adjusting to living on your own. Other sessions cover topics such as laundry, healthy living, and finances.